

# Institute of Islamic Education

South Street, Savile Town, Dewsbury, West Yorkshire WF12 9NG

<b>Inspection dates</b>	6–8 October 2015
<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall experiences and progress of children and young people in the boarding provision	Inadequate
Quality of care and support in the boarding provision	Requires improvement
How well children and young people are protected in the boarding provision	Inadequate
Impact and effectiveness of leaders and managers in the boarding provision	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders, governors and trustees have taken insufficient action to ensure that all pupils are safe. There are no written reviews and assessments of overall safeguarding practice in the school or boarding provision.
- Young adults are admitted to board in the school premises without sufficient checks made on their safety and suitability to have day-to-day contact with pupils.
- Governors and trustees do not fulfil their statutory duty to ensure the independent school standards and the national minimum standards for boarding schools are met. They do not hold leaders to account effectively for the impact of their work.
- Leaders' work to check the quality of teaching and pupils' progress is limited. As a result, the quality of teaching and teachers' use of assessment to plan work that is matched to pupils' abilities is variable.
- Rates of progress for pupils currently in school, taking account of their starting points, require improvement; particularly for the most able.
- There is no headteacher for the secular provision. Consequently, there is little strategic oversight or assessment of the school. Checks on the boarding provision are weak.
- Performance management arrangements for leaders and school staff, and supervision arrangements for boarding staff, are also weak.

### The school has the following strengths

- Relationships between pupils, teachers and boarding staff are good. Pupils behave well, are polite, friendly and respectful to each other, and to adults and visitors alike.
- Parents and pupils are overwhelmingly positive about the school. Pupils report that they feel safe, well cared for and enjoy school. They particularly enjoy and achieve well in their Islamic studies.

### Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014, the national minimum standards for boarding schools and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Improve the quality of leadership, management and governance by:
  - ensuring that senior leaders monitor and evaluate the quality and impact of teaching to determine what improvements need to be made and then implementing their findings
  - making sure that the governing body and trustees develop robust strategies and systems to hold senior leaders to account for the impact of their work
  - ensuring that leaders provide governors and trustees with information about all aspects of boarding provision so that they can monitor the effectiveness of the provision and ensure appropriate action is taken when areas for improvement are identified
  - implementing an effective performance management system for reviewing, appraising and target-setting for senior leaders, teaching and boarding staff.
  
- Improve how well pupils are helped and protected by ensuring that:
  - the accommodation arrangements, access to shared facilities, and staffing are reviewed in order to assess and reduce risks for all pupils
  - there are thorough and robust mechanisms in place that check the suitability of adult learners and those over the age of 16 who have regular access to pupils who are younger.
  
- Improve the quality of teaching so that it is consistently good by ensuring that:
  - all teachers use the assessment information they have about pupils' current achievements to plan lessons that help pupils move on quickly from these starting points
  - activities in lessons stretch the most able
  - pupils are provided with information to help them understand what they are doing well or what they need to correct or improve to make consistently good progress
  - opportunities for pupils to take part in activities within the local and wider area in school time and outside the formal school day are further developed to enhance and enrich the curriculum.
  
- Improve the boarding provision by:
  - ensuring that all systems to administer non-prescription medication are safe
  - providing pupils with an appropriate range and choice of activities that promote community integration and provide age-appropriate risk-taking as part of their normal growth and development
  - evaluating and taking appropriate action in response to pupil surveys.
  
- The school must meet the following independent school standards.
  - Ensure teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
  - Ensure teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves (paragraph 3(b)).
  - Ensure teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d)).
  - Ensure a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make good progress (paragraph 3(g))
  - Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
  - Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school. Ensure that such arrangements have regard to the national minimum standards for boarding schools (paragraph 8, 8(a) and 8(b)).
  - Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce

risks that are identified (paragraph 16, 16(a) and 16(b)).

- No such person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act (paragraph 18(2)(a)).
  - The proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment (paragraph 18(2)(d)).
  - In the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e) of the national minimum standards for boarding schools, the proprietor checks that standard 14 is complied with (paragraph 18(2)(f)).
  - The proprietor keeps a register that records: whether or not each member of staff is subject to any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in such a direction (paragraph 21, 21(3), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(b)).
  - Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a)).
  - Ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- The school must meet the following national minimum standards (NMS) for boarding schools.
- All medication is safely and securely stored and proper records are kept of its administration (NMS 3.4).
  - Suitable sleeping accommodation is provided for boarders. It is well organised and managed, with risk assessments undertaken and findings acted upon to reduce risks for all boarders (NMS 5.1).
  - The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (NMS 6.3).
  - There is an appropriate range and choice of activities for boarders outside teaching time (NMS 10.1).
  - The school ensures that arrangements are made to safeguard and protect the welfare of pupils at the school (NMS 11.1).
  - The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary (NMS 13.1).
  - The school's leadership and management consistently fulfil their responsibilities effectively so that standards are met (NMS 13.4).
  - The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (NMS 13.8).
  - For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with barred list information must be obtained from the Disclosure and Barring Service (DBS) (NMS 14.2).
  - There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children. This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence (NMS 14.3).
  - Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding (NMS 15.1).

## Inspection judgements

**Effectiveness of leadership and management** is inadequate

**Impact and effectiveness of leaders and managers in the boarding provision** is inadequate

**How well children and young people are protected in the boarding provision** is inadequate

- Leaders' evaluation of the school and boarding provision is weak. Written reviews of education, boarding practice, welfare provision and delivery of boarding are underdeveloped. Consequently, senior leaders and governors are unable to monitor provision effectively. They are unable to identify strengths and weaknesses formally and thus cannot take robust action to make any required improvements in the quality of education or boarding provision.
- Leaders and managers, including governors, have failed to ensure adequate oversight of the management of boarding accommodation and safeguarding risks. Boarding accommodation includes a mixture of young adults (up to the age of 25) and children. There are no written reviews, checks or assessment of the risks this presents to children as young as the age of 11 who share boarding facilities with adults. As a result, there has been no action taken to manage or reduce potential risks effectively.
- Background and suitability checks on adults and young people aged over 16 living in boarding accommodation are not adequate. This poses potential serious risks to children who live alongside them. A significant number of national minimum standards for boarding, particularly in relation to safeguarding, are not met. Although leaders have recently begun to seek background and suitability checks on young people attending the school, these have yet to be completed.
- Leaders have failed to secure up-to-date suitability checks for all members of staff prior to their appointment. Although staff concerned are said not to be in direct contact with pupils, facilities in school mean there are times when there will be a need for them to move round the school unsupervised.
- Policies that apply to safeguarding and boarding accommodation are new and were written less than two months before this inspection. Consequently, they are untried and untested. The new policies fail to take account of the potentially unsafe practice highlighted above.
- Senior leaders, teachers and boarding staff have regular discussions about their work. However, staff are not subject to formal performance management or supervision procedures to check regularly the quality and impact of this work, to formally record concerns or set targets for improvement.
- Leaders monitor the quality of teaching but little action appears to be taken as a result of this monitoring. Leaders have improved procedures to assess pupils' progress regularly but this information is not used well enough by teachers to plan lessons that move all pupils forward quickly enough from their current achievements; particularly for those in the secular curriculum and for the most able.
- Complaints to the Department for Education (DfE), included concerns about written policies on the internet. Leaders' development and monitoring of key policies regarding safety, behaviour and care is weak. They failed to check that policies placed on the internet reflect the policy and practice in school accurately. For example, evidence from the inspection indicates that there is a positive approach to managing behaviour, and welcoming visitors of all faiths or none, male and female, and past policies did not reflect this.
- Some complaints expressed concerns that leaders were failing in their duty to actively promote fundamental British values. The school is working proactively to enable pupils to take a full part in British society. However, although improving, pupils' access to events in the world outside of school is still limited. Pupils are able to use computers in lessons and after school to access news and information about the world they are living in. Pupils have access to telephones to enable them to keep in touch with their families.
- The partnership with Kirklees' Prevent team has enabled staff and pupils to understand the risks of radicalisation and what to do if they have concerns. The Prevent team report that they have no concerns about this school community.
- Leaders' vision is based on their commitment to ensure that pupils achieve their best. They seek to provide high quality care and a balanced education where pupils become confident future leaders in their professions and communities and have the qualities and understanding to be active participants in modern Britain. This vision is embraced by all staff and they speak enthusiastically about their drive to do the best for their pupils. Systems to implement and check their success towards this vision are

underdeveloped. Action plans do not set out clearly how leaders will achieve their aims.

- Leaders have carried out some work to tackle the areas identified as in need of improvement at the last inspection and are taking action to improve these areas further. For example, the curriculum has been broadened. It now includes regular science, citizenship and physical education lessons. Art, music and history are generally limited to work within Islamic or Arabic studies.
- The school's work to promote pupils' spiritual, moral, social and cultural learning is well planned.
- Pupils have more opportunities to study beyond the classroom and visit places of interest in the Yorkshire Dales. They have taken part in community activities such as helping at an elderly people's home and football tournaments. However, practical opportunities for all pupils to engage with and experience age-appropriate activities within the local community are underdeveloped.
- Improvements to careers guidance mean that pupils are provided with appropriate information and guidance about future career options. A recent careers fair, and visits from professionals such as the local Member of Parliament, lawyers, business leaders and Royal Navy staff provide a broader understanding.

### **The governance of the school**

- Governance is ineffective because governors and trustees have not acted robustly enough to ensure that they fulfil their statutory duty to meet all independent school standards and minimum standards for boarding provision.
  - Governors have limited strategic oversight because systems to monitor the impact of leaders' work are underdeveloped. They have regular discussions with leaders to understand what is working well and identify areas for improvement. However, there are no formal mechanisms to record this or hold the Principal or staff to account for the impact of their work. Governors have taken action when teaching is not up to scratch, but not through formal procedures. Governors are aware that leadership is not strong enough because there is no head of the secular school. They are taking action to tackle this, and recruitment procedures are underway.
  - The governors' view of the school's effectiveness is not accurate. They rightly consider that the improved outcomes at Key Stage 4 are the result of improvements in teaching, particularly in the teaching of mathematics and science. However, they are not informed that progress of pupils currently in the school is variable and not consistently good. As a result, they do not challenge school leaders rigorously enough, and pupils do not make consistently good progress.
- The arrangements for safeguarding are not effective.

### **Quality of teaching, learning and assessment require improvement**

- Teaching is not consistently good enough to ensure that all pupils achieve their best. Teachers rarely take account of the information they have about pupils' current levels of ability when setting pupils' work. This means that work is sometimes too easy for the most able and this slows the pace of their learning.
- Most teachers have a good command of the subjects they teach. Occasionally, teachers do not explain what pupils are expected to learn in class clearly enough or clarify what is expected of them as the lesson moves forward. When this happens the pace of learning also slows.
- Most books are marked by teachers regularly but written feedback is often scant or, when it is there, not always helpful in identifying what pupils have done well, or how their work can be improved. Mistakes and errors are not always picked out.
- The quality of writing in younger pupils' books is variable and some is of poor quality. It improves as pupils move through the school. Displays of older pupils' course work for English showed some good quality work such as a descriptive piece on 'The mysterious church', an autobiographical account, 'Going to school in Berlin', and consideration of an ethical dilemma, 'Do footballers get paid too much?'
- Pupils' speaking and reading skills are developing effectively because in many lessons pupils are encouraged to read texts or their work out loud to each other or their teacher.
- The teaching of mathematics and science has improved and has contributed to the increase in the proportion of pupils gaining five good GCSE examination results, including English and mathematics.
- Good relationships between staff and pupils typify all lessons observed. Pupils work well together, whether in groups or pairs. This positive atmosphere enables pupils to ask questions confidently when they are unsure of things and to help each other out in group work.
- Pupils apply themselves enthusiastically and diligently to their religious, Islamic and Arabic studies and are

proud of their achievements in this work.

## Personal development, behaviour and welfare

require improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have failed to consider the risks regarding the presence of young adults in the school and boarding provision, at both learning and social times, on the welfare and safety of younger pupils.
- Opportunities for pupils to learn about managing risks beyond the school are under developed. There has been some improvement in recent times through, for example, pupils working in the community with older people, and their interfaith work with members of a local church and a synagogue. Leaders have put plans in place to broaden pupils' involvement in the wider community further.
- Parents who responded to the Ofsted survey, Parent View, all feel that their children are well cared for and safe in school. Pupils also say they feel safe. They report that they are well taught about risks to their personal safety, including from the internet, which they access during the school day and beyond.
- Pupils develop into self-confident young men as they move through school. Their spiritual, moral and cultural development is good. They understand and display respect and tolerance of the views of others. Pupils speak convincingly about how they value differences in all aspects; this includes all protected groups as identified within the Equality Act 2010. The values of tolerance and respect for all are embedded across both the Islamic and secular work within the school.
- Pupils have a good understanding of, and respect for, values such as the rule of law and democracy. They learn about other faiths and cultures effectively through assemblies, tutor time and the broader curriculum to support their personal and social development.
- Leaders actively promote the values of democracy, rule of law and understanding of other religions, beliefs and cultures, through the curriculum, and during tutor time and at assemblies. The school council has been democratically elected. This, along with the citizenship programme and visits from the local Member of Parliament has added to pupils' understanding of democratic values.

### Behaviour

- The behaviour of pupils is good.
- Pupils say that they enjoy school and are keen to learn. Their behaviour is exemplary as they move through the school at recreation times and in the boarding provision. Behaviour is not outstanding overall because, occasionally, attitudes to learning and pupils' attention wane when work set in class is too easy or when teachers do not have full command of what they are teaching.
- The recently developed behaviour policy identifies the positive approach to managing behaviour with rewards and sanctions that pupils understand and say they value. The approach is not as described in the poorly translated documents previously available on the school website.
- Exclusion is non-existent and absence rates are very low. Robust systems are in place to make sure that the whereabouts of any absentee or leaver is known quickly. The senior leader with responsibility for admissions is assiduous in following up where any pupil goes to when they leave. Such work minimises risks to pupils missing from education.
- Pupils say that bullying, including prejudice-based bullying, is very rare and not tolerated as it does not fit in to the values of tolerance and respect that they embrace.

## Outcomes for pupils

require improvement

- Observation of lessons, assessment information about pupils' achievements and reviews of their workbooks show that pupils' progress in lessons is variable and not consistently good. Some pupils have made good progress from their starting points into school; a few have regressed over the past two terms. In a number of secular lessons, the most able pupils are not sufficiently stretched.
- Leaders are beginning to analyse performance by groups, such as ethnicity, but it is too soon to see which groups these are or the impact of this analysis. As the school selects its pupils, most now enter with skills and abilities that are at least average.
- Standards fell significantly from after the last inspection until 2014. The fall has been halted due to

improvements in the quality of teaching in mathematics and science and closer targeting of support to pupils in need of extra help. In 2015, the proportion of pupils gaining five GCSEs grade A\* to C, including English and mathematics, was 54%; well up on the 2014 figure of 37%. However, results remain slightly below average. These pupils made good progress from their starting points on entry into the school: 80% made expected progress in English and 92% in mathematics. This, together with the improved careers guidance has ensured that all pupils have moved onto their next steps successfully.

- Pupils' achievement in religious studies continues to be a strength. High proportions continue with their studies to become competent Islamic scholars. Many have memorised the Qur'an before they leave.

### **Overall experiences and progress of children and young people in the boarding provision are inadequate**

- Boarding matters are not adequately evaluated, reviewed and integrated into school development plans. This restricts any improvements and fails to address significant risks.
- Outside of teaching time, there is some integration of boarders in the local community but this is mainly to go to local shops. There are few options regarding the use of free time, choice of leisure and recreational pursuits. This limits the opportunities for personal progress, prevents boarders from developing a broader social education and understanding of community living and restricts their life chances as a result. Leaders are taking action to improve matters but know plans are in the early stages of development.
- Boarders are generally happy with the boarding arrangements. They like making new friends with each other, value these positive relationships and the ones with staff.
- Although a minority number report they dislike some of the food, they confirm that there has been recent improvement in the quality provided as a result of their concerns being expressed.

### **Quality of care and support in the boarding provision Requires improvement**

- The medication systems in the boarding provision are not safe. The management and accountability of storage and administration of non-prescribed medication do not comply with requirements. The school has not gained parental consent for medical treatment, first aid and administration of non-prescribed medication for a significant number of boarders.
- The boarding accommodation is adequate and functional. Boarders periodically complete a survey about the quality of boarding. Results are not sufficiently evaluated with regard to making changes or improvements for the benefit of boarders. There is a student council, and staff frequently check on the welfare of boarders. This effects some changes, for example, by moving prayer time to allow for a longer time to play football.
- Boarders have good relationships with each other and staff. Their behaviour and attitudes are a credit to themselves and the school. Boarders are polite, friendly and respectful. As a result, the atmosphere is positive, calm, orderly and studious. There are suitable times and facilities for boarders to contact family and friends, and they are happy with these arrangements.
- All staff have boarders' welfare at heart and are sensitive in their approach as they support them emotionally, for example, those experiencing home-sickness. Boarders think that staff are 'friendly and helpful'. There is good support to help new boarders settle into the school.



## School details

<b>Unique reference number</b>	107791
<b>Social care unique reference number</b>	SC042398
<b>Inspection number</b>	10007421
<b>DfE registration number</b>	382/6013

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

<b>Type of school</b>	Muslim secondary boys' boarding and day school
<b>School status</b>	Independent boarding school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	93
<b>Number of part time pupils</b>	0
<b>Number of boarders on roll</b>	202 (includes post-school learners)
<b>Proprietor</b>	Mr Mohammad Patel
<b>Headteacher</b>	Mr Saeed Patel
<b>Annual fees (day pupils)</b>	£840
<b>Annual fees (boarders)</b>	£2,400
<b>Telephone number</b>	01924 455762
<b>Website</b>	<a href="http://www.jaamia.org/">http://www.jaamia.org/</a>
<b>Email address</b>	<a href="mailto:school@jaamia.org">school@jaamia.org</a>
<b>Date of previous school inspection</b>	School Inspection 28 September 2011 Welfare inspection of boarding provision 3 May 2012

## Information about this school

- The Institute of Islamic Education is an independent boarding and day school for Muslim boys and young men aged between 11 and 25. The school was established in 1982 and is located within the grounds of the Markazi Mosque in Dewsbury, the largest mosque in Europe. Pupils attend from across the country and beyond.
- Admission to the school is selective and based on pupils' basic Islamic knowledge and educational aptitude.
- At the time of the inspection there were 202 pupils at the provision of whom 93 were on roll at the school. The other learners study in the school's seminary and are over the age of 16 and not part of the school's education provision. There are no disabled pupils at the school and none are identified as having special educational needs.
- The institute is managed by the Society for the Reformation of Muslims of the United Kingdom. Pupils are timetabled for Islamic studies in the morning, followed by a secular curriculum in the afternoon.



## Information about this inspection

- This inspection was carried out over two and a half days without notice, at the request of the DfE, because of complaints received about the school. The complaints were due to concerns about documentation on the school’s website and the implementation of key policies in school. There were also concerns about the teaching of fundamental British values.
- This was an integrated inspection, meaning that both the school and boarding provision were inspected at the same time. Inspectors worked together and shared relevant information.
- The school provision was previously inspected in September 2011 and the boarding provision in May 2012. The school and boarding provision were judged to be good at their last inspection.
- In March 2012, the school was granted a change in admissions criteria from the DfE. This was to change the age range from 12 to 16 years, to 11 to 16 years.
- The inspectors toured the school site both inside and outside, including the boarding provision. They observed routines of boarding pupils, including at evening mealtime, breakfast and recreational times. They spoke to pupils about their experiences as boarders and as members of the school.
- Inspectors visited classrooms where they observed learning in 13 lessons, both religious and secular. They reviewed pupils’ work and spoke with them about their learning and other aspects of school life.
- Inspectors held formal meetings with senior leaders of the boarding and education provision, teachers, boarding staff, pupils, governors and trustees.
- Inspectors examined school documentation and recent policies including those for behaviour, safeguarding, welfare, and health and safety. They also looked at all documents required as part of the independent school standards and the national minimum standards for boarding provision.
- School inspectors reviewed information about the achievements of pupils who left the school’s education provision in summer 2015, as well as those currently in school.
- Account was taken of 24 responses to Ofsted’s Parent View online survey. Thirteen of those responding had children in the boarding provision.

## Inspection team

Margaret Farrow, lead inspector	Her Majesty’s Inspector
Chris Campbell	Her Majesty’s Inspector
Joanna Sharpe	Her Majesty’s Inspector
Simon Morley	Senior Practitioner; Social Care
Julian Mason	Social Care Regulatory Inspector
Jamie Richardson	Social Care Regulatory Inspector

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